NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ATLANTIC CITY	School: Pennsylvania Avenue School
Chief School Administrator: DONNA L. HAYE	Address: 201 N. Pennsylvania Avenue Atlantic City, NJ 08401
Chief School Administrator's E-mail:dhaye@acboe.org	Grade Levels: PK-8
Title I Contact: Joseph Beaman	Principal: Dr. La'Quetta Small
Title I Contact E-mail:jbeaman@acboe.org	Principal's E-mail: lsmall@acboe.org
Title I Contact Phone Number: (609) 343-7290 x5004	Principal's Phone Number: 609-343-7290x4290

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✈ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Summer School	ALL			
After School Program	ALL			
Professional Development	ALL			
Supplies	ALL			
Accelerated Reader	ALL			
Professional Development	ALL			
SES	ALL			

Saturday STEM	ALL			

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. La'Quetta Small	Principal	x	x	x	
Ms. Traci Barnes	Assistant Principal	x	x	x	
Julie Craig	School Staff-Primary Literacy Coordinator	x	x	x	
Keenan Wright	School Staff-Intermediate Literacy Coordinator	x	x	x	
William Heckman	District Staff- Math Coach	x	x	x	

Tiffany Hewitt Bonnie Lynch	Reading Specialist	x	x	x	
Jamie Lynn VanArtsdalen	Media Specialist	x	x	x	
Roseann Rizzolo Michael Farrow	School Staff- Classroom Teachers	x	x	x	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose? The purpose for all stakeholders in the community is to participate in developing a shared vision, which enhances and improves upon the performance oft he students and staff in the school.
- What are our expectations for students? The expectations for the students are for them to build responsibility and ownership for their learning; while demonstrating respect and a positive attitude for themselves, their families and their community.
- What are the responsibilities of the adults who work in the school? The responsibilities of the adults are to address the needs of the students academically, mentally, physically and socially; while improving instruction, within a safe and inviting environment.
- How important are collaborations and partnerships? Collaborations and partnerships are essential due to the shared vision, research and research-based ideologies necessary to better meet the needs oft he total child successfully.
- How are we committed to continuous improvement? Through on-site and in district Professional Learning Communities and on- strategies that will allow us to better meet the needs of the individual learners.

What is the school's mission statement?	The vision for **Pennsylvania Avenue School** is to ensure that all students receive a quality education within a safe environment. it is our expectation that every child will grow academically, emotionally, and socially to the best of their individual ability. It is our belief that with the commitment from our students, staff, families, and community, we can promote a positive school experience for all.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
October 9, 2014	Boathouse	Comprehensive Needs Assessment: District Level	Yes			
November 5, 2014	PAS Media Center	Comprehensive Needs Assessment	Yes		Yes	
January		Schoolwide Plan Development	Yes			
April 16, 2015	Boathouse	Common Core Standards Implemented Across Curriculum (District Level)	Yes			
		Common Core Standards Implemented Across Curriculum (District Level)				
		Program Evaluation				

Add rows as necessary.

whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Designated resources met some needs during the 2014-2015 school year. Literacy Collaborative was implemented as planned. New teachers attended initial training two times per month with a trained literacy coordinator and were supported in their position with follow up coaching sessions also with a trained literacy coordinator. All teachers attended monthly ongoing professional development with trained literacy coordinators and math coaches. Teachers met weekly in grade level meetings to discuss ongoing assessment data and plan for instruction. Reading Recovery was implemented as planned, servicing the lowest 20% of first graders in reading. Read 180 was implemented as planned servicing seventh and eighth graders.

2. What were the strengths of the implementation process? The leadership team met throughout the year to articulate and discuss the effectiveness of various school programs. The committee met to discuss the progress of students using portfolio assessments, SRI results and benchmark assessments. The committee discussed ways to strengthen the professional learning community among staff at Pennsylvania Avenue School. Teachers and staff received opportunities for ongoing professional development and collaboration through ongoing training in literacy and math, coaching sessions with literacy coordinators and weekly grade level meetings.

3. What implementation challenges and barriers did the school encounter? Pennsylvania Avenue School had a few teachers on medical leave, requiring an above average number of long-term substitute teachers.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Flexible grouping and use of progress monitoring assessments allowed teachers to meet the individual needs of students. Integrated Science and Social Studies curriculum units in English Language Arts offered more instructional time for literacy workshops. Ongoing and initial professional development in Math and Literacy kept teachers abreast of most up-to-date research-based best practices. Increased accountability for progress monitoring assessments and data collection helped teachers plan instruction to meet the needs of all students. Although Atlantic City has a high level of transiency within district, consistency in curriculum pacing and progress-monitoring assessments throughout the district helped ensure that students maintained consistency during instruction from school to school.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Pennsylvania Avenue School school obtained the necessary buy-in from stakeholders by participating in Leadership team meetings at the District level and school level. Challenges to implementing the programs at the district and school level were discussed at each level of meetings. At the school-level leadership team meetings, the team devised plans to disburse the information to the entire staff and stakeholders during monthly staff meetings. Pennsylvania Avenue School school obtained the necessary buy-in from parent stakeholders in order to implement the program(s) with monthly parent involvement sessions in the Parent Resource Center (September-May). In addition, parental involvement sessions were conducted in the Parent Resource Center; i.e. ESL, home-school connection, computer, nutrition, and citizenship classes. Throughout the school year, Pennsylvania Avenue School held several family events during/after school for the entire family; i.e. Back to School Night, holiday show, movie night, award ceremonies, poetry slam, NJASK pep rally, etc. Teacher-parent conferences were held in November to discuss student progress and continuous contact was made with parents through the guidance department as well as through the I&RS process. Clear and attainable expectations for

students are reinforced daily by students reciting the school creed. Monthly Professional Development sessions for staff around best practices in English Language Arts and Mathematics kept teachers abreast of most up-to-date research-based best practices.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Perceptions of the staff were mostly positive. Teachers were receptive to professional development sessions and coaching sessions with literacy coordinators. Teachers met weekly in grade level meetings to discuss assessment data and student progress. Staff members feel satisfied with the systems in place to ensure the effective delivery of instruction. Surveys were often used during meetings to obtain feedback regarding staff perception. Staff completed a district survey on the implementation of Literacy and Math curriculum and the role of the coaches. Results were analyzed at the district and school level.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The perceptions of the community were positive. Surveys were sent home to parents for their feedback of the programs. Community members are satisfied with the school programs and daily operation of the school.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Program/Intervention	Method of Delivery	Grade Level(s)
Literacy Collaborative Framework	Small/Whole Group Session	K-8
Reading Recovery	One-on-One	1st
Leveled Literacy Intervention	Small Group Session	1st
Read 180	Small Group Session	7th - 8th

English as a Second Language (ESL)	Small/Whole Group Sessions	K-8
Achieve 3000	Whole Group Session	6th-8th
BSI	Small Group	K-8th
Extended School Day	Small/Whole Group Sessions	Pre-K-8th
Special Education	Inclusion/Self-conatined	K-8th

9. How did the school structure the interventions?

Program/Intervention	Method of Delivery	Grade Level(s)	Structure of Intervention
Literacy Collaborative Framework	Small/Whole Group Session	K-8	In Class
Reading Recovery	One-on-One	1st	Pull- out/Lowest 20% of students identified by benchmark level for further assessment using Observation Survey
Leveled Literacy Intervention	Small Group Session	1st	Pull-Out/Results based on benchmark level
Read 180	Small Group Session	7th - 8th	Pull-Out/Results based on SRI
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	WIDA/Inclusion
Achieve 3000	Whole Group Session	6th-8th	In Class
BSI	Small Group	K-8th	Students identified based on benchmark levels and assessment data (NJASK, Brigance, progress monitoring)
Extended School Day	Small/Whole Group Sessions	Pre-K-8th	Open to all students
Special Education	Inclusion/Self-contained	K-8th	I&RS
Summer School	Small/Whole Group Sessions	pre-K - 8th	Open to all students, targeting lowest performing students in Reading and Math

10. How frequently did students receive instructional interventions?

Program/Intervention	Method of Delivery	Grade Level(s)	Frequency of Intervention
Literacy Collaborative Framework	Small/Whole Group Session	K-8	Daily
Reading Recovery	One-on-One	1st	Daily
Leveled Literacy Intervention	Small Group Session	1st	Daily
Read 180	Small/ Whole Group Session	7th - 8th	Daily
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Daily
Achieve 3000	Whole Group Session	6th-8th	Daily
BSI	Small Group	K-8th	Daily
Extended School Day	Small/Whole Group Sessions	Pre-K-8th	1 ½ hours/4 days/week
Special Education	Inclusion/Self-contained	K-8th	Daily

11. What technologies did the school use to support the program?

Program/Intervention	Method of Delivery	Grade Level(s)	Technologies Used
Literacy Collaborative Framework	Small/Whole Group Session	K-8	Mimio View/Mimio Smartboard/Computer
Reading Recovery	One-on-One	1st	N/A
Leveled Literacy Intervention	Small Group Session	1st	N/A
Read 180	Small/ Whole Group Session	7th - 8th	Computer/Mimio Smartboard
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Mimio View/Mimio Smartboard/Computer
Achieve 3000	Whole Group Session	6th-8th	Computer
BSI	Small Group	K-8th	Mimio View/Mimio Smartboard/Computer
Extended School Day	Small/Whole Group Sessions	Pre-K-8th	Mimio View/Mimio Smartboard/Computer

Special Education	Inclusion/Self-contained	K-8th	Mimio View/Mimio Smartboard/Computer

12. Did the technology contribute to the success of the program and, if so, how?

Program/Intervention	Method of Delivery	Grade Level(s)	Technologies Used	Effect on Success of Program
Literacy Collaborative Framework	Small/Whole Group Session	K-8	Mimio View/Mimio Smartboard/Computer	No-not required used to enhance instruction
Reading Recovery	One-on-One	1st	N/A	N/A
Leveled Literacy Intervention	Small Group Session	1st	N/A	N/A
Read 180	Small Group Session	7th - 8th	Computer/Mimio Smartboard	Yes-student achievement reports/progress monitoring
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction
Achieve 3000	Whole Group Session	6th-8th	Computer	Yes-student achievement reports/progress monitoring
BSI	Small Group	K-8th	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction
Extended School Day	Small/Whole Group Sessions	Pre-K-8th	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction
Special Education	Inclusion/Self-contained	K-8th	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	43		Literacy Collaborative , Basic Skills Instruction, Special Education Services, Summer School, ESL Services/Title I After School Services, Accelerated Reader	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services and/or may have language barriers that create difficulties in assisting their children academically.
Grade 5	47		Literacy Collaborative , Basic Skills Instruction, Special Education Services,	Additional support services are a notable benefit to student achievement as is small group instruction,

			Summer School, ESL Services/Title I After School Services, Accelerated Reader	allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services and/or may have language barriers that create difficulties in assisting their children academically.
Grade 6	47		Literacy Collaborative , Basic Skills Instruction, Special Education Services, Summer School, ESL Services/Title I After School Services, Accelerated Reader	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services

				and/or may have language barriers that create difficulties in assisting their children academically.
Grade 7	39		Literacy Collaborative, Basic Skills Instruction, Special Education Services, Summer School, ESL Services, Title I After School Services, Read 180/System 44, Achieve 3000	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services
Grade 8	25		Literacy Collaborative, Basic Skills Instruction, Special Education Services, Summer School, ESL Services, Title I After School Services, Read 180/System 44, Achieve 300	
Grade 11	N/A			
Grade 12	N/A			

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	28		5-E Mathematical program, Special Education services, Extended school day, Intervention math district materials,	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning

			Compass Learning and Summer School, Fast Math, Sumdog Math	objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services and/or may have language barriers that create difficulties in assisting their children academically.
Grade 5	35		5-E Mathematical program, Special Education services, Extended school day, Intervention math district materials, Compass Learning and Summer School, Fast Math, Sumdog Math	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services and/or may have language barriers that create

				difficulties in assisting their children academically.
Grade 6	40		5-E Mathematical program, Special Education services, Extended school day, Intervention math district materials, Compass Learning and Summer School, Fast Math, Sumdog Math	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services and/or may have language barriers that create difficulties in assisting their children academically.
Grade 7	44		5-E Mathematical program, Special Education services, Extended school day, Intervention math district materials, Compass Learning and Summer School, Fast Math, Sumdog Math	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range

				of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services and/or may have language barriers that create difficulties in assisting their children academically.
Grade 8	32		5-E Mathematical program, Special Education services, Extended school day, Intervention math district materials, Compass Learning and Summer School, Fast Math, Sumdog Math	Additional support services are a notable benefit to student achievement as is small group instruction, allowing teachers to pinpoint student specific learning objectives and instruct students at their zone of proximal development. Computer based programs allow teachers to closely monitor student progress. Portfolio assessments show growth over time in both reading and writing. Student obstacles include vocabulary deficiencies, inconsistent attendance, a high transience rate, and a need of significant academic growth. Teachers are challenged by large classroom numbers, a wide range of student ability and the inconsistencies in the implementation of supportive programs. Parents of students most at risk do not always utilize the services and/or may have language barriers that create difficulties in assisting their children academically.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).

Pre-Kindergarten	N/A			
Kindergarten	49		Basic Skills Instruction, ESL, Extended School Day, Special Education Services, Literacy Collaborative, Summer School	Kindergarten teachers received professional development around supporting early readers and writers in small group instruction. The total number of Kindergarten students at Pennsylvania Avenue School increased from 78 to 83 from 2012-2013 school year until 2013-2014 school year. Due to the implementation of small group instruction prior to benchmarking in December, we saw a dramatic decrease in the number of students who benchmarked below-level in December, 2013.
Grade 1	41		Reading Recovery, Leveled Literacy Intervention, Basic Skills Instruction, ESL, Extended School Day, Special Education Services, Literacy Collaborative, Summer School, Accelerated Reading	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who performed below grade level were retained, or struggle with language acquisition (ESL/POE), or simple numerical operations
Grade 2	44		Basic Skills Instruction, ESL, Extended School Day, Special Education Services, Literacy Collaborative, Summer School	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who performed below grade level were retained, or struggle with language acquisition (ESL/POE), or simple numerical operations

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A		Daily Fluency Practice, Basic Skills Instruction, ESL, Extended School Day, Special Education Services, Summer School	Quarterly Fluency Assessment provided accountability and focus on basic facts as articulated in the Common Core State Standards (CCSS) using a repeated measure. Quarterly Benchmark Assessment provided accountability and focus on mathematical content as articulated in the CCSS measuring growth using a pre- and post- test model. These assessments drove teachers to find and implement best instructional practices that resulted in high levels of proficiency on District created grade-level assessments tied to CCSS.
Kindergarten	Fluency - 10 Benchmarks -10		Daily Fluency Practice, Basic Skills Instruction, ESL, Extended School Day, Special Education Services, Summer School	Quarterly Fluency Assessment provided accountability and focus on basic facts as articulated in the Common Core State Standards (CCSS) using a repeated measure. Quarterly Benchmark Assessment provided accountability and focus on mathematical content as articulated in the CCSS measuring growth using a pre- and post- test model. These assessments drove teachers to find and implement best instructional practices that resulted in high levels of proficiency on District created grade-level assessments tied to CCSS.
Grade 1			Daily Fluency Practice, Basic Skills	Quarterly Fluency Assessment provided

			Instruction, ESL, Extended School Day, Special Education Services, Summer School	accountability and focus on basic facts as articulated in the Common Core State Standards (CCSS) using a repeated measure. Quarterly Benchmark Assessment provided accountability and focus on mathematical content as articulated in the CCSS measuring growth using a pre- and post- test model. These assessments drove teachers to find and implement best instructional practices that resulted in high levels of proficiency on District created grade-level assessments tied to CCSS.
	Fluency - 33 Benchmarks -35			
Grade 2	Fluency- 27 Benchmarks - 25		Daily Fluency Practice, Basic Skills Instruction, ESL, Extended School Day, Special Education Services, Summer School	Quarterly Fluency Assessment provided accountability and focus on basic facts as articulated in the Common Core State Standards (CCSS) using a repeated measure. Quarterly Benchmark Assessment provided accountability and focus on mathematical content as articulated in the CCSS measuring growth using a pre- and post- test model. These assessments drove teachers to find and implement best instructional practices that resulted in high levels of proficiency on District created grade-level assessments tied to CCSS.

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **– Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Special Education Services, Extended School Day, and Summer School	Yes	Growth reports, students report cards, portfolio cards, Running Records, Anecdotal notes	PARCC Results, Benchmark Assessments, Progress Monitoring Assessment , and Student Portfolios
Math	Students with Disabilities	Special Education Services	Yes	Report Cards, Individualized Education Plan, Benchmark assessments,	Quarterly District Mathematics Benchmarks, PARCC Results.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Rigby Language Development, ESL Services, Extended School Day and Summer School	Yes	Growth reports, student report cards, portfolio cards, running records, Anecdotal notes	WIDA screening, PARCC Results, Benchmark Assessments, Progress Monitoring Assessment, and Student Portfolios

Math	ELLs	Rigby Language Development, ESL Services, Extended School Day, and Summer Schoo	Yes	Quarterly district mathematics benchmark Assessments, report cards, formative assessments, and summative assessments	Quarterly district Mathematics Benchmarks, PARCC results,benchmark assessments, formative Assessments (Pearson), and summative assessments (Pearson)
ELA	Economically Disadvantaged		Yes	Growth reports, students report cards, portfolio cards, Running Records, Anecdotal notes	PARCC Results, Benchmark Assessments, Progress Monitoring Assessment , and Student Portfolios
Math	Economically Disadvantaged		Yes	Quarterly district mathematics benchmark Assessments, report cards, formative assessments, and summative assessments	Quarterly district Mathematics Benchmarks, PARCC results,benchmark assessments, formative Assessments (Pearson), and summative assessments (Pearson)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All eligible	Extended School Day	Yes	Student attendance, PARCC Scores progress	PARCC results, Progress Monitoring, Focused Writing, Student Portfolios, Benchmark

	students	Summer School		monitoring assessments, Guided Reading Levels	Assessments, High Frequency Word Test (Reading and Writing), Letter Identification, Hearing and Recording Sounds in Words
Math	All eligible students	Extended School Day Summer School	Yes	Student attendance, PARCC Scores progress monitoring assessments, Guided Reading Levels	PARCC results, Progress Monitoring, Focused Writing, Student Portfolios, Benchmark Assessments, High Frequency Word Test (Reading and Writing), Letter Identification, Hearing and Recording Sounds in Words
ELA/Mathematics	Students with Disabilities	Extended School Day Summer School	Yes	Student attendance, PARCC Scores progress monitoring assessments, Guided Reading Levels	PARCC results, Progress Monitoring, Focused Writing, Student Portfolios, Benchmark Assessments, High Frequency Word Test (Reading and Writing), Letter Identification, Hearing and Recording Sounds in Words
Math	ELLs	Extended School Day Summer School	Yes	Student Participation Attendance PARCC	PARCC results, Progress Monitoring, Focused Writing, Student Portfolios, Benchmark Assessments, High Frequency Word Test (Reading and Writing), Letter Identification, Hearing and Recording Sounds in Words
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	3-8 Teachers	Monthly Principal Meeting on Literacy, Literacy Collaborative Initial Training, Professional Development targeting small group instruction, Compass Learning Odyssey, eChalk training, StarFall, Mimio training, Co-teaching models ICR and BSI, Ongoing Literacy Collaborative, Content Literacy: robust vocabulary skills, differentiated instruction	Yes	Progress Monitoring (rainbow sheets), PARCC results, Lesson Plans, Quarterly Benchmarks, EPASK results, Walkthroughs, Student Artifacts, Teacher/Coaching sessions, Teacher Reflections	PARCC Scores, reading benchmarks, Scholastic Reading Inventory, Slosson, Schlagal, Lexile Scores
Math	3-8 Teachers	Compass Learning Odyssey, eChalk training, co-teaching models ICR and BSI, learning objectives, gradual release, differentiated instruction	Yes	Progress monitoring (rainbow sheets), PARCC results, Lesson Plans, Quarterly Benchmarks,	PARCC Scores, Quarterly Mathematics Benchmarks, Pre and Post Test
ELA	Students with	Monthly Principal Meeting	Yes	Progress monitoring	PARCC Scores, reading benchmarks,

	Disabilities	on Literacy, Literacy Collaborative Initial Training, Professional Development targeting small group instruction, Compass Learning Odyssey, eChalk training, StarFall, Mimio training, Co-teaching models ICR and BSI, Ongoing Literacy Collaborative, Content Literacy: robust vocabulary skills, differentiated instruction		(rainbow sheets), PARCC results, Lesson Plans, Quarterly Benchmarks, EPASK results, Walkthroughs, Student Artifacts, Teacher/Coaching sessions, Teacher Reflections	Scholastic Reading Inventory, Slosson, Schlagal, Lexile Scores
N/A	Homeless	N/A	N/A	N/A	N/A
ELA/MATH	ELLS	Monthly Principal Meeting on Literacy, Literacy Collaborative Initial Training, Professional Development targeting small group instruction, Compass Learning Odyssey, eChalk training, StarFall, Mimio training, Co-teaching models ICR and BSI, Ongoing Literacy Collaborative, differentiated instruction	Yes	Progress monitoring (rainbow sheets), PARCC results, Lesson Plans, Quarterly Benchmarks, EPASK results, Walkthroughs, Student Artifacts, Teacher/Coaching sessions, Teacher Reflections	PARCC scores, reading benchmarks, Scholastic Reading Inventory, Slosson, Schlagal, Lexile scores, WIDA ACES

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Regular Education Students ELA	Back to School Night, Assemblies, Parent School compact (Grade Level Showcase), School Parental Policy, Career Day, Community field trips, Various Guidance Services	Yes	Student Attendance, PAC Meeting Attendance, Returned School Climate Surveys (Parent/Student/Staff), Parent Resource Sign-in Book, sign-In sheets, and participation, Guidance Referrals,	Student Attendance, PAC Meeting Attendance, Returned School Climate Surveys (Parent/Student/Staff), Parent Resource Sign-in Book, Sign-In sheets *How is this?
Math	Regular Education Students Mathematics	Parental Advisory Council (PAC), local television, school website, school communication, school assemblies	Yes	Sign-In sheet and participation	Workshops were offered at the district level and several parents took advantage of the classes/workshops. Parents are very important to their child's success in school. A conference gives the parent and the teacher a chance to talk about the child's progress and work together to help the child be successful. Parents were kept informed of school events,

					functions and concerns via the tools identified. ESL classes were offered by the parent resource center at various locations/schools throughout the district.
ELA	Homeless	N/A	N/A	N/A	N/A
Communications	Students with Disabilities	Programs to Assist Students Academically, Parent-Teacher Conferences, Workshops, Communications (E-Chalk, Connect-Ed, School News Letter, PTC, School Flyers PAC, local television, district and school websites, Awards assemblies, Parent Resource Center, Career Day, Read Across America, Stepping Up Programs, Battle of the Books, District Oratorical Competition		Sign-In sheet and participation	Workshops were offered at the district level and several parents took advantage of the classes/workshops. Parents are very important to their child's success in school. A conference gives the parent and the teacher a chance to talk about the child's progress and work together to help the child be successful. Parents were kept informed of school events, functions and concerns via the tools identified. ESL classes were offered by the parent resource center at various locations/schools throughout the district.
ELA/Mathematics	ELLS	Programs to Assist Students Academically, Parent-Teacher	Yes	Sign-In sheet and participation	Workshops were offered at the district level and several parents took advantage of the classes/workshops. Parents are very important

		Conferences, Workshops, Communications (E-Chalk, Connect-Ed, School News Letter PTC, School Flyers PAC, local television, District Website, School Website, Bridging the gap between home and school, Awards assemblies, Parent Resource Center, Career Day, Read Across America, Stepping Up Programs, Battle of the Books			to their child's success in school. A conference gives the parent and the teacher a chance to talk about the child's progress and work together to help the child be successful. Parents were kept informed of school events, functions and concerns via the tools identified. ESL classes were offered by the parent resource center at various locations/schools throughout the district.
Math	Migrant	N/A			
ELA/ Mathematics	Economically Disadvantaged	Programs to Assist Students Academically, Parent-Teacher Conferences, Workshops, Communications (E-Chalk, Connect-Ed, School News Letter PTC, School Flyers		Sign-In sheet and participation	Workshops were offered at the district level and several parents took advantage of the classes/workshops. Parents are very important to their child's success in school. A conference gives the parent and the teacher a chance to talk about the child's progress and work together to help the child be successful. Parents were kept informed of school events, functions and concerns via the tools

		PAC, local television, District Website, School Website, Bridging the gap between home and school, Awards assemblies, Parent Resource Center, Career Day, Read Across America, Stepping Up Programs, Battle of the Books			identified. ESL classes were offered by the parent resource center at various locations/schools throughout the district.

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✈ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)					
Academic Achievement - Mathematics	NJASK: Grades 3-8 Mathematics (Cluster Data) District Mathematics Benchmarks (pre-post growth) • Benchmark 1: • Benchmark 2: • Benchmark 3: District Fluency Assessments (repeated measure)	Gr 3 BM 1 Pre Test	Grade 3 BM 1 POST T	Grade 3 BM 2 Pre Test	Grade 3 BM 2 POST T	Grade 3 BM 3 Pre Test	Grade 3 BM 3 POST T

		EST		EST		EST
Overall	33.54%	45.03%	24.16%	46.41%	30.14%	46.80%
	Gr4BM1Pretest	Grade4BM1POSTTEST	Grade4BM2PreTest	Grade4BM2POSTTEST	Grade4BM3PreTest	Grade4BM3POSTTEST
Overall	31.20	38.54	22.38	44.54	24.05	44.35

l	%	%	%	%	%	%
	Gr5BM1Pretest	Grade5BM1POSTTEST	Grade5BM2PreTest	Grade5BM2POSTTEST	Grade5BM3PreTest	Grade5BM3POSTTEST rev
Overall	20.58%	35.19%	19.02%	21.96%	18.47%	22.15%
	Gr6B	Grade	Grade	Grade	Grade	Grade

			6BM1 Pretest	6BM1POSTTEST	6BM2 PreTest	6BM2POSTTEST	6BM3PreTest	6BM3POSTTEST
		Overall	32.30%	47.30%	20.94%	29.65%	23.81%	38.54%
			Gr7BM1 Pretest	Grade7BM1POST	Grade7BM2PreTes	Grade7BM2POST	Grade7BM3PreTes	Grade7BM3POST

	TEST	t	TEST	t	TEST
Overall	18.54%	35.01%	27.49%	44.58%	36.40%	37.33%
	Gr8 BM1 Pretest	Grade8 BM1 POSTTEST	Grade8 BM2 PreTest	Grade8 BM2 POSTTEST	Grade8 BM3 PreTest	Grade8 BM3 POSTTEST
Over	30.6	32.8	25.3	32.5	20.3	

al l	2 %	3 %	6 %	9 %	9 %	

	Fluency Gr 3 Test 1	Fluency Test 2 Grade 3	Fluency Test 3 Grade 3 ()	Fluency Test 4 Grade 3
Overall	0.79%	20.16%	46.32%	45.24%

	Fluency Gr 4 Test 1	Fluency Test 2 Grade 4	Fluency Test 3 Grade 4	Fluency Test 4 Grade 4
Overall	36.40	62.78	68.97	68.83

		%	%	%	%	
		Fluency Gr 5 Test 1	Fluency Test 2 Grade 5	Fluency Test 3 Grade 5	Fluency Test 4 Grade 5	
		Overall	26.41%	33.06%	57.61%	61.70%
		Fluency Gr 6 Test 1	Fluency Test 2 Grade 6	Fluency Test 3 Grade 6	Fluency Test 4 Grade 6	
		Overall	16.20%	41.91%	45.44%	25.57%
		Fluency	Fluency	Fluency	Fluency	

44

	Gr 7 Test 1	Test 2 Grade 7	Test 3 Grade 7	Test 4 Grade 7
Overall	8.40%	13.86%	37.02%	47.02%
	Fluency Gr 8 Test 1	Fluency Test 2 Grade 8	Fluency Test 3 Grade 8	Fluency Test 4 Grade 8
Overall	23.55%	73.91%	54.81%	

Family and Community Engagement		
Professional Development		
Leadership		
School Climate and Culture		
School-Based Youth Services		

Students with Disabilities		
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   a. The process of collecting, reviewing and gathering information from all of the stakeholders pertinent to the needs assessment of our school involves the following: Administrative meetings, faculty meetings, grade-level meetings, school improvement (NCLB) committee meetings, PAC, School-wide Enhancement Committees, test results, LAL and Mathematics portfolios, surveys: staff, parents and students conducted by: Management and Evaluation Associates, Inc., staff evaluations, Administrative walk through(s), professional improvement plans, SGOs and I & RS .

2. What process did the school use to collect and compile data for student subgroups?

   a. All data collected is disaggregated to highlight specific subgroups. Students within each subgroup are identified in the District database and tracked throughout the year on spreadsheets of student results on District assessment. Standardized assessment results are disaggregated by subgroup by Management and Evaluation Associates, Inc. of Hightstown, NJ.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   a. Validity and reliability for each of the needs assessment data sources is as follows: state and local end of year assessments tests-standard validity and reliability is established by the publishers; surveys-standard validity is established by the survey publishers; face and content validity apply to all other data sources identified above.

4. What did the data analysis reveal regarding classroom instruction?

   a. Math benchmark data reveals student growth from pre- to post- tests on grade-level content standards as articulated in the Mathematics Curriculum which reflect the demands of the Common Core State Standards (CCSS).

   b. Math fluency data reveals student growth in repeated measures of grade-level fluency demands as articulated in the Mathematics Curriculum which reflect the demands of the Common Core State Standards (CCSS).

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   a. Math benchmark and fluency data reveal that all teachers follow appropriate scope and sequence. Those teachers that macroplan effectively and implement daily, meaningful best practices in fluency instruction show higher growth on District assessments.

6. How does the school identify educationally at-risk students in a timely manner?

   a. Students receive a series of test in September.

   b. They are assessed quarterly, thereafter using the Math Benchmark and Fluency and the tracking of student's reading level through Running Records.

7. How does the school provide effective interventions to educationally at-risk students?

a. Once a student has been identified as at risk, the student is brought before the I&RS committee, where all the concerns are addressed in s a professional and a timely matter manner. Based on the information provided by the classroom teacher, parents and assessment results the team then suggests the best possible interventions for the particular student. A follow up meeting would then be scheduled 6 - 8 weeks later in order to monitor student progress.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students?

a. District level will provide transportation to the parent resource center for additional information. Also, food and other resources are provided to support families.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

a. They were encouraged and allowed to voice their suggestions, opinions, and concerns. The ACPS utilizes a school-based data review team, DIRT, for the systematic review of achievement and non-achievement data for school improvement purposes. In addition to team meetings, the model utilizes grade level meetings to ensure the review of data to drive instruction by all the instructional staff. All teachers are part of grade level meetings that discuss the academic assessments and provide information for the improvement of instructional programs.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

a. Registration information is sent to parents in early March for Pre-K and is continuous throughout the year.

b. Parents receive a personalized Pre-School Orientation invitation to the event that is held in each school during the summer months. Teachers offer information for preparing their children for school.

c. The District keeps parents informed of events via Parent Centers, media and fliers distributed at the schools.

d. Meet the Preschool and Kindergarten Teachers Day Forums, where parents and guardians visit the schools are held in October and May.

e. In May, perspective kindergarten students and their parents meet with administration and teachers and participate in activities.

f. The Atlantic City Schools, Early Childhood Program Committee meets four times a year to discuss preschool and kindergarten issues.

g. Strong communication exists between elementary principals and the individuals involved in the Preschool programs.

h. Pennsylvania Avenue School houses students from Pre-K to Grade 8, therefore the transition from preschool to kindergarten, elementary to middle school is minimal.

i. Students are transitioned to high school with various activities to become familiar with the high school and the programs that are offered. The High School hosts an open house and a pre-freshman orientation. Guidance Counselors schedule appointments with students to discuss and plan course schedules for their 9th Grade year. High School Coaches and Extra-

Curricular Activity Directors visit each 8th grade class to familiarize students with programs, activities and sports that are offered at Atlantic City High School.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

    a. The selection of school priority problems and root causes for the 2014-2015 schoolwide plan was conducted by a school-based team, led by the Principal, following district wide meetings led by the Superintendent, central office administrators and M and E. District and State assessments, surveys and concerns generated collaboratively at the school-wide improvement meetings.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts	Mathematics - Understand the meaning of fractions, operations with fractions as precursors to ratio and proportional relationships
Describe the priority problem using at least two data sources	-Reading and responding to literature remains to be the most pressing problem in all tested grade levels. The PARCC assessment required students to respond to multiple text simultaneously while answering multi-layered questions. The results have not been released, yet this skill was a priority problem in last years NJASK results. -The ePask written response assessment revealed that students were performing at a basic level. - Out of 306 students who too the SRI (Scholastic Reading Inventory) between grades 3-8:	NJASK test results indicate that students are performing below or just meeting just proficient means in Numbers and Operations as of 2013 NJASK (standards categorized as Operations & Algebraic Thinking & Numbers & Operations in Base Ten in grades 3-5 and Ratio and Proportional Relationships and Expressions and Equations in graded 6 -7 and Expressions and Equations and Functions in Grade 8 . The Math Benchmarks Tests reveal growth from Pre to Posttests and linear growth on Fluency assessments within the ESL and Special Education population in grades 3-6. Students find the transition from whole numbers to rational numbers to proportional reasoning very difficult. Developmentally, students need to understand the meaning of fractions, manipulate fractions with all operations, and transition to ratio and proportional

Advanced	28 students	9%
Proficient	64 student	21%

51

				reasoning in order to be prepared for algebraic thinking by 8th grade. Further information on the developmental acquisition of skills and knowledge can be found in the Progressions documents: http://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics-detail-pg
	s			
Basic	99 students	32%		
Below Basic	115 students	38%		

Describe the root causes of the problem	As a school we still maintain the highest Special Education population within the school district coupled with an ESL population who are reading below grade level.	Language Acquisition (ESL), and academic levels of Special Education Students Students struggle to understand rational numbers as quantities; thus they cannot make sense of operations with fractions and are unprepared for ratio and proportional reasoning. Without this, our students are unprepared for algebraic reasoning in 8th grade.
Subgroups or populations addressed	Special Education and ESL	Special Education and ESL
Related content area missed (i.e., ELA, Mathematics)	Grade 4: Priority for (Close Reading) literature students performed at just a 17.7 proficient mean out of 36 possible points Grade 5: Priority for responding to (Informational Text) students performed at just a 12.7 proficient mean out of 28 possible points Grade 6: Priority for responding to (Informational Text) students performed at just a 12.3 proficient mean out of 26 possible points	Third grade - Operations and Algebraic Thinking, Fractions, and Geometry. Fourth grade - Operations and Algebraic Thinking, Fractions, and Geometry. Fifth grade - Operations and Algebraic Thinking, Number Operations in Base Ten, Fractions, and Measurement. Sixth grade -n Ratio and Proportional Relationships and Expressions and Equations. Seventh grade - Ratio and Proportional Relationships

		and Expressions and Equations. Eighth grade - Expressions and Equations and Functions
Name of scientifically research based intervention to address priority problems	Literacy Collaborative is a research based instructional model. It is language based, student - centered, process oriented and language outcome. Teachers implement all components which include; Reading, Writing and Language / Word Study Workshops. The Literacy model allows for student - centered differentiated instruction. Leveled Literacy Intervention is part of the program. Reading Recovery is a twelve to twenty week, one on one intensive intervention offered to the lowest 20% of first graders based on the results of the complete observation survey. Read 180 has become one of the most research-tested adolescent reading interventions in the country. The solid and growing research base on READ 180 effectiveness, reflected in this compendium, has been documented by rigorous third-party meta-analyses. In 2009, a What Works Clearinghouse (WWC)1 review concluded that the extent of evidence for READ 180's impact on student comprehension and general literacy achievement is "medium to large".	Students will have access to several intervention programs such as: Odyssey, Fastt Math and Fraction Nation. These programs are specifically designed to improve academic achievement in mathematics. Research for the effectiveness of Odyssey can be found on the What Works Clearinghouse website. Research for the effectiveness of FAST math and Fraction Nation can be found on Scholastic's website: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=343 http://www.scholastic.com/fastt-math/files/FASTTMathNG_FoundationPaper.pdf & http://teacher.scholastic.com/fraction-fluency/fraction-nation/download-brochure.html . The 5 E instructional model provides a format for lessons that builds on what students already know. The 5E's sequence the learning experience so that learners construct their understanding of a concept across time. Each phase of the learning sequence can be described using five words that begin with "E": Engage, Explore, Explain, Elaborate, and Evaluate. Research on the effectiveness of 5e's can be found

		http://enhancinged.wgbh.org/research/html
How does the intervention align with the Common Core State Standards?	The Literacy Collaborative and components of the Literacy framework are aligned with the CCSS. These models focus on essential components of Literacy instruction such as; phonemic awareness, phonics, fluency and comprehension instruction as described in the National Reading Panel Report and "No Child Left Behind Act."	The Common Core State Standards articulate specific skills and understanding that each grade level is expected to acquire throughout the academic year. District created common formative assessments track student progress. Those benchmark periods with standards regarding rational numbers should be closely monitored. Further information on the developmental acquisition of skills and knowledge can be found in the Progressions documents: http://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics-detail-pg

-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parent/ Community Involvement	
Describe the priority problem using at least two data sources	Parent Involvement needs to be increased with focus within school related family-centered activities.	
Describe the root causes of the problem	A large population of our parents are without personal transportation which may prevent them from being active in school and family activities. Many parents/ guardians have work-related responsibilities that limit their personal time	

54

Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and students outcomes. Studies also have shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. It is no longer a question whether parental involvement can contribute to student success.	
How does the intervention align with the Common Core State Standards?	N/A	

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All students including Special Education and English Language Learners	Literacy Collaborative	Administration	PARCC Results Progress Monitoring Assessments, Benchmarks	Literacy Collaborative is a researched based instructional model that is language based, student-centered, process-oriented, and language outcome. The teachers will continue to teach the

					components of the; reading and Writing Workshop as well as the Language/Word Study. Literacy Collaborative has also been studied by the Center for Research and Educational Policy at the University of Memphis, the Education Development Center in Newton, Massachusetts, and the Center for Education Evaluation and Policy at Indiana University.
ELA	1st Grade	Reading Recovery	Reading Recovery Teachers, Lynn Massari	Observation Survey Results	**Effectiveness** *Reading Recovery*® was found to have positive effects on general reading achievement and potentially positive effects on alphabets, reading fluency, and comprehension for beginning readers.
ELA	1st Grade	Reading Recovery			**Program Description** *Reading Recovery*® is a short-term intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The supplementary program aims to promote literacy skills and foster the development of reading and writing strategies by tailoring

					individualized lessons to each student. Tutoring is delivered by trained *Reading Recovery*® teachers in daily 30 minute pull-out sessions over the course of 12–20 weeks. **Research** The What Works Clearinghouse (WWC) identified three studies of *Reading Recovery*® that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. All three studies meet standards without reservations. Together, these studies included 227 students in first grade in at least 14 states. The WWC considers the extent of evidence for *Reading Recovery*® on the reading skills of beginning readers to be small for four outcome domains— alphabets, reading fluency, comprehension, and general reading achievement.

ELA	7th & 8th Grade	Read 180	Administration and Read 180 Teacher	SRI Results	READ 180 has become one of the most research-tested adolescent reading interventions in the country. The solid and growing research base on READ 180 effectiveness, reflected in this compendium, has been documented by rigorous third-party meta-analyses. In 2009, a What Works Clearinghouse (WWC)1 review concluded that the extent of evidence for READ 180's impact on student comprehension and general literacy achievement is "medium to large.
Math	All Students including Special Education and English Language Learners	Mathematics 5E Model	Administration and Teachers	PARCC Results- Mathematics pre/post bencmark Math Fluency Assessment	The math approach used is a standards-based eighty minute Mathematics block in Kindergarten through sixth grade, the students acquire the necessary mathematical concepts, skills and understanding that they need to be successful. We begin each mathematics lesson with "Big Ideas," which describes what needs to be taught for each grade level. The 5E instructional mathematics model provides a format for lessons that builds on what students already know. The 5E's sequence the learning experience so that learners construct

					their understanding of a concept across time. Each phase of the learning sequence can be described using five words that begin with "E": engage, explore, explain, extend, and evaluate; this model is used for all five of the standards.
					The design of the "Big Ideas," is aligned to the CCSS
					Research reports from institutions such as the National Research Center support the effectiveness of the 5E model
ELA	ELLs	English as a Second Language	Administrations and Teachers	WIDA Access	
Math/ELA	All students K-8 including Students with Disabilities	After School Program/Title I	Assistant Superintendent of Curriculum and Instruction Title One Coordinator Principal	ELA/Mathematics Benchmarks	Students receive additional support in ELA and Mathematics through an extended day program which offers extensions on regular school day instruction. Smaller class sizes offer more opportunities for children to verbally interact with text, peers, and teacher while providing a means of engaging students as they construct meaning and explore the reading process
Reading, writing, listening, and	All students in grades Kindergarten-Eighth; especially	After School Program/Title III	Supervisor Principal Teachers	WIDA scores (ESL exit test) PARCC SRI results	Students receive additional support in ELA and Mathematics through an extended day

				Model Curriculum/CCSS ELA/Mathematics Benchmark Assessments Attendance Rate Progress Monitoring	program which offers extensions on regular school day instruction. Smaller class sizes offer more opportunities for children to verbally interact with text, peers, and teacher while providing a means of engaging students as they construct meaning and explore the reading process with a focus on oral language development and fact fluency in Mathematics
speaking/ Mathematics	those deemed "at-risk," ELLs				
Mathematics and Language Arts Literacy	ELLs, All students in grades Kindergarten thru Eighth; especially those deemed "at-risk"	Summer School	Assistant Superintendent of Curriculum and Instruction Title One Coordinator Principal Teachers	SRI results Benchmark Assessments Model Curriculum/CCSS Attendance Rate Progress Monitoring Pre/Post Mathematics Test Math-Fact Fluency	Since class ratios are very small, or even one-on-one, students benefit from receiving quality instruction with fewer distractions. Target tutoring allows students to benefit right where they need it the most. Students with low self-esteem or academic concerns benefit greatly from summer school.
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

ELA	All Teachers	Literacy Collaborative On-going Training	Central Administration Principal Literacy Supervisor Literacy Coaches	Implementation of the literacy framework, Leson Plans Informal Walk-throughs Portfolio Assessments Pupil Progress Monitoring Checklist (PPMCC)	The purpose of on-going literacy training is to revisit specific elements of the language and literacy framework in more detail, thus deepening the understanding of theory and practice and providing new thinking as the model is refined based on latest research in best practices.
ELA	Teachers new to primary, intermediate or middle school framework	Literacy Collaborative Initial Training	Central Administration Principal Literacy Supervisor Literacy Coaches	Understanding and implementation of the literacy framework Carry out training assignments Read, discuss and apply new leanings Participate in coaching sessions/Cluster Coaching Progress Monitoring Model Curriculum Portfolio Evaluations Benchmark Assessments SRI Results	Through regular meetings and assignments, teachers learn about the language and literacy teaching framework, the rationales & theory behind it, and how to implement and refine their practices. They also begin to monitor student progress through individual student assessments, data collection, and analysis. The literacy coach provides individual coaching for participating teachers as they learn to implement the framework across the training year. - See more at: http://www.literacycollaborative.org/model/#sthash.IB6i2wBk.dpuf
ELA	All Teachers	Literacy Collaborative Coaching Sessions	Central Administration Principal Literacy	Implementation of the literacy framework Lesson Plans Informal Walk Through	On-Site professional development is an effective way to provide support to teacher growth because professional conversations can take place formally and informally to

| | | | Supervisor Literacy Coaches Teacher | Portfolio Evaluations Cluster Coaching/Coaching Sessions Intermediate Literacy Lab Classroom Delivery of Professional Development (Principal Meetings) Analysis of Data (PPMCC/SRI/Benchmarks) | support teachers in meeting the needs of their students. |

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an _extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;_					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	All Classroom Teachers and Support teacher in all grade levels	Mathematics Coaching	Central Administra-tion Principal Math Supervisor Math Coach	Coaching sessions and the implementation of the SE math Model including the "Big Ideas." Lesson Plans Informal Walkthroughs	On-Site professional development is an effective way to provide support to teacher growth because professional conversations can take place formally and informally to support teachers in meeting the needs of their students.
ELA and	Students with	Literacy	Central	Implementation of the literacy	On-Site professional development is

Differentiating Instruction	Disabilities	Collaborative Coaching Sessions	Administration Principal Literacy Supervisor Literacy Coaches Teacher	framework Lesson Plans Informal Walk Through Portfolio Evaluations Cluster Coaching/Coaching Sessions Intermediate Literacy Lab Classroom Delivery of Professional Development (Principal Meetings) Analysis of Data (PPMCC/SRI/Benchmarks)	an effective way to provide support to teacher growth because professional conversations can take place formally and informally to support teachers in meeting the needs of their students.
ELA and Oral Language Development	ELL	Literacy Collaborative Coaching Sessions	Central Administration Principal Literacy Supervisor ESL Supervisor Literacy Coaches/ ESL Literacy Coaches ESL Teachers	Implementation of the the Literacy Framework Lesson Plans Informal Walk Through Portfolio Evaluations Cluster Coaching/Coaching Sessions Intermediate Literacy Lab Classroom Delivery of Professional Development (Principal Meetings) Analysis of Data (PPMCC/SRI/Benchmarks)	On-Site professional development is an effective way to provide support to teacher growth because professional conversations can take place formally and informally to support teachers in meeting the needs of their students.
Math	Homeless				

ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? -Internal Stakeholder Group-Committee comprised of teachers, staff, and administrators. -External Evaluation Group-Consultants-Management and Evaluation Associations (M and E)

2. What barriers or challenges does the school anticipate during the implementation process? - The RIF (Reduction in Force) will create many challenges for the upcoming school year. Many positions have been eliminated thus creating larger class sizes and offering fewer services. -Truancy and transient student population. -Continuing to increase parental involvement. -Using assessment/portfolio data to evaluate the effectiveness of instruction. -Improving the referral and response to intervention process

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? -The internal stakeholder group will meet monthly to review, evaluate, and disseminate data. -The external stakeholder group (M and E) will meet quarterly with school administrators.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? -Vertical staff articulation forms addressing student performance at each grade level. - Professional development needs assessments and evaluations will be conducted in a pre and post format. - Teachers and Staff School Climate Survey

5. What measurement tool(s) will the school use to gauge the perceptions of the community? -Parent's School Climate Survey. -Parent Advisory Council Meetings. -Parent Teacher Conferences

6. How will the school structure interventions?

7.

Program/Intervention	Method of Delivery	Grade Level(s)	Structure of Intervention
Literacy Collaborative Framework	Small/Whole Group Session	K-8	In Class
Reading Recovery	One-on-One	1st	Pull- out/Lowest 20% of students identified by benchmark level for further assessment using Observation Survey
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	WIDA/Inclusion
Achieve 3000	Whole Group Session	6th-8th	In Class
BSI	Small Group	K-8th	Students identified based on benchmark levels and assessment data (NJASK, Brigance, progress monitoring)
Extended School Day	Small/Whole Group Sessions	Pre-K-8th	Open to all students
Special Education	Inclusion/Self-contained	K-8th	I&RS
Summer School	Small/Whole Group Sessions	pre-K - 8th	Open to all students, targeting lowest performing students in Reading and Math

-Students will be recommended for support through performance on assessment or by teacher referral. -The most at risk students will be identified at the beginning of the school year and selected for intervention. If the child does not show adequate progress in a research-based, accelerated intervention, he or she will be directly referred to the Child Study Team for further assessment. -Students who show little progress during the school year, will initially receive interventions from the classroom teacher. If the child continues to show little progress, he or she will be referred to the Intervention and Referral System and becomes eligible for a researched-based, accelerated intervention.

8. How frequently will students receive instructional interventions?

Program/Intervention	Method of Delivery	Grade Level(s)	Frequency of Intervention
Literacy Collaborative Framework	Small/Whole Group Session	K-8	Daily
Reading Recovery	One-on-One	1st	Daily
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Daily
Achieve 3000	Whole Group Session	6th-8th	Daily
Extended School Day	Small/Whole Group Sessions	Pre-K-8th	1 ½ hours/4 days/week
Special Education	Inclusion/Self-contained	K-8th	Daily

9. What resources/technologies will the school use to support the schoolwide program?

Program/Intervention	Method of Delivery	Grade Level(s)	Technologies Used	Effect on Success of Program
Literacy Collaborative Framework 5E Mathematics Model	Small/Whole Group Session	K-8	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction
Reading Recovery	One-on-One	1st	N/A	N/A
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction
Achieve 3000	Whole Group Session	6th-8th	Computer	Yes-student achievement

				reports/progress monitoring
BSI	Small Group	K-8th	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction
Extended School Day	Small/Whole Group Sessions	Pre-K-8th	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction
Special Education	Inclusion/Self-contained	K-8th	Mimio View/Mimio Smartboard/Computer	No-not required Used to enhance instruction

10. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Area of Achievement	Multiple Measures Analyzed	Interventions
Academic Achievement – Reading	PARCC, ePask, Scholastic Reading Inventory (SRI), Benchmark, Slosson, Schlagal.	Literacy Collaborative, System 44, Reading Recovery, Leveled Litera Achieve 3000, Basic Skills, Special Education, Extended School Day
Academic Achievement - Writing	K-2: Model Curriculum writing prompt	Literacy Collaborative, System 44, Reading Recovery, Leveled Litera Achieve 3000, Basic Skills, Special Education, Extended School Day
Academic Achievement - Mathematics	PARCC scores, quarterly benchmarks, pre and post tests	5E Mathematics Model, Basic Skills, Special Education, Extended Sc
Students with Disabilities	Student portfolios, Progress Monitoring Assessments,running records, anecdotal notes, benchmark assessments in both LAL and Mathematics	Literacy Collaborative, System 44, Reading Recovery, Leveled Litera Achieve 3000, Basic Skills, Special Education, Extended School Day 5E Mathematics Model, Basic Skills, Special Education, Extended Sc
English Language Learners	WIDA	English as a Second Language

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? -The plan will be evaluated   independently by the Management and Evaluation Association quarterly and shared with school administrators.

   -School administrators will share results with the school's Leadership Team (school-based stakeholder group).

   -The Leadership Team and administration will then disseminate the information to the staff.

Provide a separate response for each question.

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Academic Behavior	Parents Teachers Students	PAC	PAC President Principal	Participation	Research suggests that students perform better in schools where their parents are actively engaged in school related activities
Math ELA	Parents Teachers Students	Parent Resource Center	Joseph Beaman Title I	Participation in District-wide workshops -Making math understandable -De-mystifying the standardize test for parents	Research suggests that students perform better in schools where their parents are actively engaged in school related activities
Educational assisstance	ELL	Parent Resource Center: Workshops	Joseph Beaman Title I	-How do I engage my children in reading? -Assistance when needed -A home for my books	Research suggests that students perform better in schools where their parents are actively engaged in school related activities
Educational assistance	Students with Disabilities	Parent Resource Center: Workshops	Joseph Beaman Title I	-Asking the right questions -Understanding your child's IEP	Research suggests that students perform better in schools where their parents are actively engaged

				-Understanding ADHD -Social Side of Learning	in school related activities

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The school's family and community engagement program will assist with the understanding that all stakeholders are vital to the success of our shared vision. The school, parents and community work together in meeting the needs of our school and more specifically the learners.

2. How will the school engage parents in the development of the written parent involvement policy?

   a. By conducting an end of year survey inviting parent input into revising the existing parent involvement policy

   b. Encouraging parents to attend our PAC meetings

   c. Invite parents sit on the schoolwide improvement committee

3. How will the school distribute its written parent involvement policy?

   a. Two copies of the Parent Involvement Policy will be sent home with every student

   b. Have parent sign one of the copies

   c. Return signed copy to school

   d. Review content at the following gatherings: Open House, PAC and PTC's

e. Policy will be posted on the school web site

4. How will the school engage parents in the development of the school-parent compact?

    a. Conduct a parent survey seeking parent input at the beginning of the school year

    b. Develop the school-parent compact jointly with parents at the first PAC meeting

    c. Create and make use of a "suggestion box," for parents to use throughout the school year for continued communication between parents and school.

    d. Have teachers discuss the impact and importance of the compact with each parent at Open House and PTC's

5. How will the school ensure that parents receive and review the school-parent compact?

    a. Distributing the school parent-compact during Open House, PTC's and to all new incoming families

    b. Ask parents to verify with a signed statement

    c. Utilize the connect-ed system to remind parents that copies of the compact are available in the Main Office

6. How will the school report its student achievement data to families and the community?

    The school will report student achievement data to the families and community by mailing home the information as well as addressing the topic during the time of our scheduled parent teacher conferences and PAC meetings.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

    (AMAO) for Title III?

    Notices will be sent home to all parents to notifying them that the district has not met its annual measurable objectives for Title III.

    Also, the information will be announced at the Atlantic City Board of Education meeting in early Fall.

8. How will the school inform families and the community of the school's disaggregated assessment results?

    The school will inform the families and community of the school's disaggregated assessments results by PAC and informing them of

    the district's scheduled Board of Education meeting, which will address the results as a district.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

    Parents and Community will be invited to attend PAC meetings that will discuss the development of the Title I Schoolwide Plan and

    conduct a needs assessment of the school.

10. How will the school inform families about the academic achievement of their child/children?

    The parents are informed of their child's academic achievement during Parent Teacher Conferences, profile surveys, interim

    reports and report cards.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

    The funds for parent involvement will be used for various workshops and school events through the parent resource center.

Provide a separate response for each question.

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	64/100%	The Human Resources Department of the Atlantic City Public Schools District identifies teachers who are highly qualified through documentation and certification.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	15	The Human Resources Department of the Atlantic City Public Schools District identifies paraprofessionals who are highly qualified through documentation and certification.
Paraprofessionals providing instructional assistance who do not meet the qualifications	0	

required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Department of Human Resources conducts the recruiting and screening processes to ensure that all applicants are highly-qualified.	Department of Human Resources